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ABSTRACT

This fiscal year 1996 guide is designed to explain federal programs for children with exceptionalities and the needs that are met by each program. The guide begins with a budget overview; a table listing fiscal year 1995 appropriations, fiscal year 1996 authorizations, and Council for Exceptional Children (CEC) recommendations for several federal programs; and a graph showing changes in the distribution of specific disabilities for children ages 6-21 from 1976 to 1992. The guide presents "success stories" to help in visualizing the impact special education has on a child with a disability. Specific federal programs are then described, with the following information for each: appropriations, authorizing provision, purpose, who receives funding, kinds of activities supported, allocations by state, funding considerations, and CEC recommendation. Programs described include State and Local Grant Program, Preschool Grants, Early Intervention Program, Deaf-Blind Programs and Services, Regional Resource Centers, Programs for Children with Severe Disabilities, Early Childhood Education, Programs for Children and Youth with Serious Emotional Disturbance, Postsecondary Education Programs, Secondary Education and Transitional Services, Innovation and Development, Special Education Technology, Educational Media and Captioning Services, Special Education Personnel Development, Clearinghouses, Evaluation and Program Information, and Gifted and Talented Grants. (JDD)

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ED 380 921

CEC

FISCAL YEAR 1996

FEDERAL OUTLOOK

FOR

EXCEPTIONAL CHILDREN

**BUDGET CONSIDERATIONS
AND
CEC RECOMMENDATIONS**

JANUARY 1995

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EC303 794

The Council for Exceptional Children

CEC: Leading the Way

The Council for Exceptional Children (CEC) is the largest professional organization internationally committed to improving educational outcomes for individuals with exceptionalities. CEC accomplishes its worldwide mission on behalf of educators and others working with children with exceptionalities by advocating for appropriate government policies; setting professional standards; providing continuing professional development; and assisting professionals to obtain conditions and resources necessary for effective professional practice.

CEC: The Unifying Force of a Diverse Field

The Council for Exceptional Children, a private nonprofit membership organization, was established in 1922. CEC is an active network of 59 State/Provincial Federations, 900 Chapters, 17 Specialized Divisions, and 275 Subdivisions with reach in over 40 countries.

The CEC Information Center:

International Resource for Topics in Special and Gifted Education

The Council for Exceptional Children is a major publisher of special education literature and produces a comprehensive catalog semiannually. Journals such as *TEACHING Exceptional Children* (published quarterly) and *Exceptional Children* (published 6 times per year) reach over 100,000 readers and provide a wealth of information on the latest teaching strategies, research, resources, and special education news.

This annual publication provides up-to-date comparison data on appropriations for all major programs effecting special education. CEC is proud to present its recommendations to assist policymakers and others concerned with education-related services for children and youth with exceptionalities.



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FISCAL YEAR 1996

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OUTLOOK
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EXCEPTIONAL
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AND
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Department of Public Policy
The Council for Exceptional Children

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TABLE OF CONTENTS

Foreword	iv
Budget Overview	1
Appropriations: Federal Programs for the Education of Exceptional Children, Fiscal Year 1995	3
Changes in the Distribution of Specific Disabilities for Children Age 6-21 Served Under IDEA	4
Our Success Stories	5
 INDIVIDUALS WITH DISABILITIES EDUCATION ACT	
State and Local Grant Program (P.L. 94-142)	17
Preschool Grants	21
Early Intervention Program	25
Deaf-Blind Programs and Services	30
Regional Resource Centers (RRCs)	33
Programs for Children with Severe Disabilities	37
Early Childhood Education	40
Programs for Children and Youth with Serious Emotional Disturbance	43
Postsecondary Education Programs	46
Secondary Education and Transitional Services	49
Innovation and Development	52
Special Education Technology	55
Educational Media and Captioning Services	58
Special Education Personnel Development	61
Clearinghouses	65
Evaluation and Program Information	68
 EDUCATION OF GIFTED AND TALENTED CHILDREN	
Gifted and Talented Grants	73

FOREWORD

The Council for Exceptional Children (CEC), the largest professional organization of teachers, administrators, parents and others concerned with the education of children with disabilities and/or giftedness, annually publishes the Federal Outlook for Exceptional Children. The "Outlook" is designed to explain federal programs for children with exceptionalities and the important needs that are met by each of them. It is CEC's hope that a better understanding of such programs will lead to increased support and advocacy for services for children with disabilities and giftedness.

This year the Outlook has a new look. Because we believe it is important to disseminate the information in this publication before the Congressional budget process begins, the President's FY 1996 budget recommendations for each program are not incorporated. We have continued, however, to include CEC's budget recommendations. We have also added what we call "success stories." It is sometimes difficult to visualize the impact special education has on the individual education of a child with disability. Likewise, the Javits Gifted and Talented Students Education Act touches the lives of gifted children in a way we want to share with our readers. We hope that by including such personal accounts we will better communicate the achievements of children with exceptionalities served by these federal programs.

While the constant drumbeat for cutting federal spending continues to grow louder, CEC finds itself in a position of advocating for increased federal support for services for exceptional children. We believe that by investing in the education of our nation's children, we are enabling individual growth and productivity that will ultimately lead to financial independence and an adult life of dignity and self-fulfillment. The pennies spent on our children now are well worth the rewards both they and America will receive in the long run.

Nancy Safer
Interim Executive Director

BUDGET OVERVIEW

The Individuals with Disabilities Education Act (IDEA) declares the intent of the Congress to provide the States an appropriation equal to 40 percent of the average per pupil expenditure (APPE) for each child with a disability eligible for special education. These funds are meant to help States meet their obligation to educate children with disabilities. For FY 1995, the IDEA Part B State Grant program for children with disabilities received a modest increase of 4 percent for a total of \$2,322.92 million. Instead of 40 percent of the APPE, with the current appropriation level the federal government is contributing a mere 8 percent.

Because of the lack of federal funds, IDEA is often unfairly criticized as an unfunded mandate. The Federal government, however, is not "mandating" educational services to children with disabilities; the Constitutionally guaranteed right of children with disabilities to a free, public education was determined by a number of critical court cases in the 1970s, including two landmark cases. The *Pennsylvania Association for Retarded Children v. Commonwealth* case in 1971, and the *Mills v. Board of Education of the District of Columbia* in 1972, both determined that the responsibility for educating individuals with disabilities rests with States and local school districts. IDEA was drafted in 1975 partially to help the States with the financial burden of meeting their Constitutional responsibilities. Without IDEA, States would still be required to allocate the resources to meet their responsibility for providing educational services to children with disabilities.

Providing students with disabilities an appropriate education is, however, an investment that ultimately benefits both state and federal governments. In recent years a survey by Louis Harris has consistently shown high unemployment among adults with disabilities. At the same time, the effectiveness of high quality educational programs in ensuring that students with even severe disabilities become independent, taxpaying citizens has also been demonstrated. In the long term, the dollars invested in education will both expand the base of taxpayers as well as reduce federal and state outlays for unemployment, welfare, SSI and Medicare payments. CEC believes that the Federal government

must increase funds to the States to assist States in the costs of fulfilling their obligation to educate children with disabilities. It is in the interest of the entire nation to support the education of all children. Only through the Federal and State partnership established in IDEA, can the resources necessary for educating children with disabilities be realized.

CEC also strongly supports the need for Federal support of programs for gifted and talented students. With a mere \$9.5 million allocated for the Javits Gifted and Talented Students Education program, the only program directly funding education programs for gifted and talented children, we are failing to provide the necessary funds to establish and expand services. The Javits program focuses on gifted and talented programs for disadvantaged children who otherwise might not have access to an enriched education. We firmly believe that all children should be provided with the educational services they need to reach their highest potential. Gifted and talented programs will assist children in reaching their individual goals.

As educators, administrators, and parents, CEC looks forward to working with the 104th Congress to ensure that the Federal commitment to education programs for children with special needs is strengthened. We continue to hope that in spite of fiscal constraints, the education of children with exceptionalities will be a priority in the coming year.

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Reston, VA 22091-1589

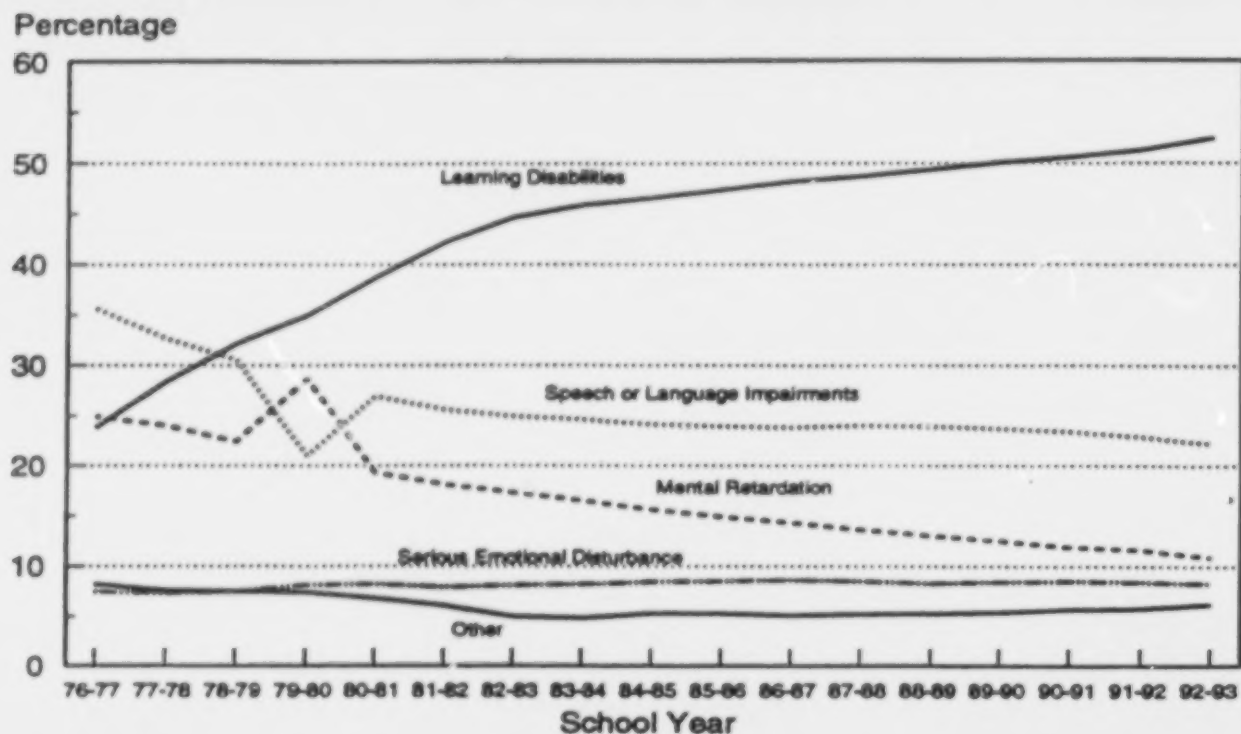
Appropriations
Federal Programs for the Education of Exceptional Children
Fiscal Year 1995
(in millions)

Programs	FY 1995 Appropriation	FY 1996 Authorization	CEC Recommendation
<u>Individuals with Disabilities Education Act</u>			
• State and Local Grant Program (P.L. 94-142)	\$ 2,322.92	\$ formula	\$ 3,322.92
• Preschool Grants	360.27	formula	670.80
• Early Intervention Program	315.63	pending	376.00
• Deaf-Blind Programs	12.83	pending	29.20
• Regional Resource Centers	7.22	pending	11.05
• Severe Disabilities	10.03	pending	12.70
• Early Childhood Education	25.17	pending	40.71
• Emotional Disturbance Projects	4.15	pending	11.50
• Postsecondary Ed. Programs	8.84	pending	11.93
• Secondary Education and Transitional Services	23.97	pending	49.65
• Innovation and Development	20.64	pending	33.20
• Special Education Technology	10.86	pending	15.00
• Media and Captioning Services	19.14	pending	26.60
• Special Education Personnel Dev't.	91.34	pending	123.76
• Grants to HBCUs and other IHEs	0	pending	25.62
• Parent Training	13.54	pending	17.60
• Clearinghouses	2.16	pending	2.96
• Evaluation and Program Info	4.16	pending	12.00
IDEA SubTotal	\$ 3,252.87		\$4,793.20
<u>Title X Part B (P.L. 103-382)</u>			
• Gifted and Talented Grants	\$ 9.52	"such sums"	\$ 20.00

Special Note: With the exception of the formula programs and the Early Intervention Program, the figures used for CEC's IDEA appropriation recommendations are the last available authorization figures enacted by Congress in a bipartisan agreement.

From: Department of Public Policy, The Council for Exceptional Children, January 1, 1995

Figure 1.3 Distribution of Specific Disabilities for Children Age 6 through 21 Served under Part B: School Years 1976-77 through 1992-93



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

OUR SUCCESS STORIES

THE GOOD NEWS ABOUT SPECIAL EDUCATION

Children with exceptionalities need special education and related services in order to perform academically at their full potential. Following are a few examples of how positive special education can be!

Young Man Recounts Benefits of Special Education Services

A 20-year-old young man, a student at Marymount College in California, recounts the following about his positive special education experiences, and the effect that special education and related services has had on his brothers:

"I am submitting this personal story...to join my voice with a lot of other students, families, and teachers in support of the full funding of IDEA. I hope my words will help (get more money) to help the program in the United States because it is a very important educational program."

"Why is special education important? I can only answer that from what happened to my brothers and I. When I was in 5th grade, I was having a lot of trouble with math and English. In fact, I was failing and really hated school a lot. My teacher tried to help me, but she did not succeed. Finally, there was a meeting called an IEP (Individualized Education Program) with my parents, teachers, and me."

This young man attended a special education class part-time, and part-time in the regular class for Art and P.E. He noted that his special education teacher taught him tricks to remember how to do his math and language. He went on to high school, and today, he goes to a small Catholic college, as well as holding down two jobs.

"If I did not have help in the 5th grade, I would not be out working and going to school like I am now. In fact, I even had to pay income taxes this year. That was not so great, but at least I am a contributing citizen."

He goes on to describe his brothers' experiences with special education in school.

"My brother Patrick has epilepsy badly and goes to Columbia Community College in Sonora, California. He really has had a lot of problems even attending school. Now he is in a good Disabled Students Program and college program at a small school. Thanks to a lot of hard work and good teachers who cared in our school district, my brother made it by graduating in an alternative learning school here that won a state prize. Mom said he had a lot of educational services that we could never have afforded as a family: mental health, vocational services, transition program. It is a good thing we had that help because our family has been busy paying out a lot of money for medicine for him."

"I guess you can tell from my story that special education is an important part of our lives. It helped us kids. And it was helpful to my parents. Mom has been pretty involved with it and being a teacher of other parents and professionals as well as being a member of the state Commission on Special Education. She is teaching us guys here to speak up for ourselves in government issues, too. I hope it helps."

"We have been pretty lucky as a family to have special education services. I think my brothers and I will do OK now. This leaves me with a question to ask the Congress and the President: Can you understand that IF you help kids with learning disabilities now by giving our schools more dollars to get the job done, you win, too? Yeah, ALL of the students in special education will graduate, go to some school and get a job. We will all pay money in taxes to make America a better place. Why not? It does not take a rocket scientist to figure out that is a good investment in business and in education."

"Can you understand that IF
you help kids with learning
disabilities now by giving our
schools more dollars to get
the job done, you win, too?"

"P.S. I would like my tax money to go to special education and help kids that need it the most. I think President Clinton cares about us...I hope all members of Congress will, too."

Student Confronts Bears' Owner

A student feels that he has learned a great deal from his special education program. The following vignette shows some of those skills.

Darin is a huge fan of the Chicago Bears. His house is filled with Bears pictures, mugs, and hats, and he watches the game every weekend during football season. One time, the Bears got badly beaten by the Vikings. Darin decided he had had enough, so he called the Bears' owner and told him how disappointed he was in the team. Darin suggested various strategies that the team could use to improve its defense, including advice on hiring new players for several positions. At the end of the conversation, the owner admitted that no one had ever called him in his office to discuss the team and thanked Darin for his concern.

Most noteworthy about this conversation is the sophisticated skills Darin used. This required tremendous reference and social skills. One of Darin's earlier teachers, upon hearing about the conversation, remarked that he was impressed with all the effort Darin went to to make the call, and asked where he learned all about phone/social skills. "Aw, come on, I learned it in school. Don't you remember?" Darin asked the teacher. "Yes, Darin," the teacher replied, "I remember."

California Students Learn to "Do Their Best and Help the Rest"

First-grade students in an elementary school in California are learning first hand about strength in diversity. Two teachers teach a combined class of 44 students, including 31 regular education students and 13 students with learning disabilities. These students are fully integrated all day. This allows the children in both classrooms to work together, with the regular classroom teacher and the special education teacher serving as a team to teach all of the students, who are then able to meet their full potential.

The services are based on individual needs, not disabilities. Each child was assessed to determine his or her needs and to set individual learning goals. Portfolio assessment is being used to show students' growth across the curriculum. Success of the program is not only based on the acquisition of academic skills as demonstrated through portfolio assessment. The overall effectiveness of the integrated classroom is dependent upon the amount of quality interactions and friendships fostered among the children throughout the year. In the areas of language arts and mathematics, the students are flexibly grouped to allow them to learn at their own pace.

Parent volunteers are an integral part of the program. Each day two to four parents work with the students in small groups. A full-time instructional aide is funded by the district's Special Education Department. All of these people contribute to the success of the program by lowering the adult-student ratio.

The two teachers say, "You really have to see it to believe it. Diversity is our strength, not our weakness!! Our motto is -- Do Your Best and Help the Rest!"

Joe: Gifted and Disabled

An 11-year-old boy from Denver, Colorado, has a wonderful story to tell! Joe (who has spastic athetoid quadriplegia, with a very substantial fine motor and articulative involvement, as well as gross motor differences) used to live in another state, where he was in a special education school for 2 years, despite his "superior to very superior intelligence," as measured by the school district. Now that he lives in Denver, for the past 2 years he's been in a very flexible classroom with a 3-year age span. Half of his classmates have been identified as highly gifted (including Joe). Joe receives a variety of special education and related supports. Recently, he was elected president of the student council of the Denver Public Elementary School!

Young Boy Suffers Great Losses; Bounces Back

A young boy in Kansas who had a learning disability suffered the loss of his father to a heart attack, his uncle committed suicide, and his grandfather died -- all in the same year! The boy understandably began to have some significant emotional issues. His school realized his emotional state, and placed him in a day program that had a significant therapy component for children with behavior disorders. He received individual therapy once a week, and family therapy in the home every other week. The family and the young boy made great strides in overcoming their loss and the dysfunctional behaviors that accompanied it. The boy was reintegrated back to the public school in a year, and required no expensive long-term services.

Jason: A Success Story

The chairperson of the Special Education Department at a high school in Maryland wrote the following about a 10th-grade student:

"Upon entering school, Jason was found to be of superior intelligence, but had reversals and inversions, along with severe attention and concentration deficits. His verbal reasoning was strong but long-term memory and processing errors were obvious weaknesses. Jason revealed significant delays in the areas of fine motor speed and dexterity, handwriting speed, and visual perception. His written communication was impossible until school provided him with a portable word processor in middle school. The Admission, Review, and Dismissal committee wrote into the IEP the need for the word processor. Now Jason is looking forward to graduation, college, and the world of work. The word processor may always be his written method of communication and success."

EARLY INTERVENTION A PLUS

An early childhood special educator at an elementary school in Illinois wrote the following about one of her students:

"Sam S. has been a student in my program for almost 2 years. Upon his initial placement, he did not speak at all. He simply whined, cried, or gestured. Soon after beginning the program, he and his family were assisted with sign language and total communication. Sam did not imitate well at first, but soon understood. He used signs often along with an utterance. His family were very supportive and reinforced all Sam was taught in school. During the summer, Sam received speech therapy and attended Early Childhood Special Education Camp.

"When Sam returned to school this year, he was talking!! As the year has progressed, he is speaking more appropriately. We are so proud of his success!! Thanks to his family, teachers, and speech pathologists, Sam is able to communicate his wants and needs. Sam is still very much delayed; however, he is less frustrated now that he can talk and is eager to learn.

"Early intervention has helped Sam and his family, and his parents have become advocates for early intervention."

Realized Dreams

A 23-year-old woman was diagnosed with cerebral palsy at 9 months of age. Although she uses a wheelchair and uses an assistive technology device to communicate, she graduated in the top quarter of her high school class, and she is now a junior in college. She spoke before CEC's Division of Early Childhood during its recent annual conference. Early intervention and special education certainly made a difference in outcomes for her!

Early Intervention Helps Premature Baby

Emily was born prematurely with Retinopathy of Prematurity (ROP). She was legally blind due to a prolonged lack of oxygen just before she was born because the umbilical cord was wrapped around her neck. The doctors also suspected that Emily had mental retardation from brain damage. The doctors suggested that her parents contact the early intervention providers with the local health department. Emily and her family have been receiving early intervention services since she was 2 months old. Emily is learning to use her residual vision and develop skills that are typical of toddlers her own age. The family has been participating in support groups and education classes for parents of children with visual impairments. Emily and her family now have every opportunity to meet their full potential.

Child with Autism Helped by Early Intervention Services

Kevin was referred to early intervention services following a diagnosis of autism. At the first home visit, the early intervention service coordinator learned that Kevin's mother's primary concerns were with his unusual behaviors. Kevin was up several times a night and then slept in very late in the morning. Kevin's mother was concerned about his safety during the night and was not able to get enough sleep herself. Kevin spent much of his day standing in the middle of the room spinning and screaming. His mother was unable to get him to follow directions or communicate his needs or wants. Kevin also was unable to feed himself. Kevin's mother was exhausted and under extreme stress. Through early intervention services, she was referred to local family support groups and a respite care program. Kevin began to receive speech therapy and weekly in-home behavior consultation. He was placed on medication by a physician specialist. Part H funds paid for service coordination and an adaptive chair. State medical assistance funds paid for speech therapy and behavior management. Because of this federal/state partnership, Kevin was able to receive these services, and his behavior, speech, and feeding have greatly improved.

Multiple Needs Are Met Through Part H of IDEA

Susan was referred for early intervention services upon her family's move to Kentucky from Ohio. She was 2 1/2 years old and had the diagnosis of cerebral palsy, hydrocephalus, visual impairment, and asthma. Through the state's Part H Early Intervention Services, Susan was able to receive services from a low vision interventionist and her parents received information they needed regarding her vision. Susan was also able to receive physical therapy, occupational therapy, and speech therapy. The family was also given information on support groups for families of children with visual impairments.

GIFTED AND TALENTED PROGRAMS SUPPORT EXCEPTIONAL CHILDREN

Gifted Child Benefits Greatly from Individualized, Accelerated Academic Program

Maria is a bubbly, smiling African-American 1st grader who was identified as potentially gifted by her kindergarten teacher. The teacher provided Maria with differentiated individualized curriculum and arranged for a student mentor to work with her. She also advised Maria's 1st-grade teacher that Maria would require an accelerated academic program and opportunities to express her creative talents.

Maria's 1st-grade teacher enthusiastically discusses her extraordinary abilities. She describes Maria as bright, responsive, sensitive, and expressive. She gives examples of Maria's extensive vocabulary, good memory, abstract thinking, reading and writing skills, and perception of social concepts. When asked to give examples of "pl" blend words, Maria's response was planetarium. She quickly grasps concepts such as evaporation and cause and effect, and explains that the class door has both vertical and horizontal parallel lines. She is an avid reader and has used several formats for her book reports. Her preference is to write interesting summaries, which she does weekly as an extra activity. She is perceptive and able to generalize ideas. The teachers say she thinks at a much higher level than most 1st graders. When discussing how people are the same and different, she asked, "Wouldn't this be a boring world if everybody liked the same things?" In reference to people's jobs, she concluded, "The world could not survive if everybody did the same job."

Invisible Rural Gifted Child

At the beginning of 4th grade, Ronnie's scores on standardized achievement tests were uneven. He performed well in reading comprehension and language expression, but not at all well in vocabulary or language mechanics—punctuation, grammar, and spelling. His test scores on standardized measures of academic ability were below average.

Ronnie's 4th-grade teacher attended some workshops about identifying the "invisible rural gifted child" and began to strongly suspect that Ronnie's lack of "paper and pencil" skills masked a potential for intellectual work. The teacher stated, "I became aware of his thirst for knowledge, his desire to take things apart, whether they are simple or complex. When I led the class in discussion, Ronnie showed more insight than anyone else in the class." His teacher was also impressed by Ronnie's questions about the war in the Middle East.

Ronnie was accepted for a gifted program. With 4 months remaining in his 4th-grade year, Ronnie started to get the benefit of an enriched curriculum in his regular classroom. Twice a week he met with other gifted students and a special teacher to read and discuss challenging books; do harder math; tackle a science project and learn to think critically; do independent research; and accept the idea that it's okay to be inquisitive and talented. By the time the school year was over, the teacher wrote: "He continues to blossom--positively turned on to the school work. He thinks, he writes, he discusses, and he's on the Honor Roll now."

This school year, as a 5th grader, Ronnie is again in the gifted program and still obtaining good grades. He worked to earn a qualifying grade of B-plus in language arts and got into the librarian's Junior Great Books group.

Two "Twice-Exceptional" Children

1) Prior to being placed in the rural twice-exceptional program, T.M., a 5th grader, had been receiving special education services in a special education resource room program since 2nd grade. Although his intelligence and critical thinking tests indicated very high ability, T.M. had never attended a gifted program. His teachers always felt that his severe learning disability in reading and writing needed to be remediated first and that his giftedness could be addressed later. Each year when he was tested for academic achievement, T.M. actually seemed to "lose ground." By the start of 5th grade, he was performing 2 years behind his grade level in reading, 1 year behind in math, and 3 years behind in written language. It looked as if T.M.'s giftedness would never be encouraged. His mother reported that the previous year he had often complained about school, called himself "stupid," and seemed to have no friends. Then T.M. was identified for placement in the Twice-Exceptional Child Project. As his first year in the twice-exceptional program passed, T.M. began to make friends and actually seemed to like coming to school. He no longer faked being sick in the mornings to get to stay home from school. T.M.'s teachers from previous years began to go out of their way to tell his twice-exceptional teacher that they couldn't believe the wonderful changes in him. But the best part of the story occurred when T.M. was tested at the end of the school year. When told that he was now functioning at the 5th/6th grade level in reading, at a 6th grade level in math, and at a 5th grade level in written language. T.M.'s amazed response was, "WOW, I finally caught up to myself!"

2) Monica, a quiet Hispanic child, was referred to the Twice-Exceptional Child Project during the first months of her 7th-grade school year. She had been identified as gifted when she was in 2nd grade and participated in a gifted "pull-out" program for her 2nd, 3rd, and 4th grade years. In 4th grade her

teachers began noticing that she was having difficulty with written assignments and that she was extremely disorganized. However, she moved to a small school district for 5th grade and she was placed in regular classes only. When she returned to the urban school district for 6th grade, Monica was functioning below grade level in written language, was extremely unmotivated, skipped classes, and rarely turned in assignments. She was referred for special education testing and it was discovered that she did have a learning disability. She began receiving assistance from the special education teacher for 1 hour per day. However, she hated going to the class for "dummies" and made little progress. Then in 7th grade she was suspended from school for selling vitamin pills to girls in her school and telling them that the pills were birth control pills. At that time she was referred to the Twice-Exceptional Child Project and was recommended for placement in one of the self-contained classes. One of the many projects undertaken by Monica's twice-exceptional class was the development and publication of a school newspaper. At first Monica, with her disability in writing/reading, refused to participate. However, she gradually became interested in the "lay-out" process necessary for final newspaper production. Then she began to stay after school to work on the paper, started interviewing people for articles, and eventually wrote and edited articles that were published in the school paper. At the end of 7th grade Monica, along with some of the other students in the special class, was invited to attend a "by-invitation-only" newspaper workshop sponsored by the local newspaper. This was the first time any middle-school students had been invited to attend. Now Monica was "hooked." She became the editor of the middle-school newspaper during her 8th grade year and has just won a state-wide newspaper contest. Next year Monica will leave the project to attend high school; fortunately, she already has been invited to be the first student in the history of that high school to become a member of the school newspaper staff while only a freshman.

* All gifted stories from Berger, S. L. (1992). *Programs and Practices in Gifted Education*. Reston, VA: The Council for Exceptional Children.

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

**(Formerly Known as
The Education for all Handicapped
Children Act of 1975)**

STATE AND LOCAL GRANT PROGRAM (P.L. 94-142)

Appropriations

<u>FY 1994</u>	<u>FY 1995</u>	<u>FY 1996 Authorization</u>	<u>CEC FY 1996 Recommendation</u>
\$2,149.69	\$2,322.92*	formula	\$3,322.92

(in millions)

*Includes \$82.9 million offset from Chapter 1 Handicapped Program (P.L. 89-313)

Authorizing Provision

The Education for All Handicapped Children Act of 1975, P.L. 94-142, Sections 611-618 (20 USC 1411-1418), as amended by the Education of the Handicapped Act Amendments of 1983, P.L. 98-199 the Education of the Handicapped Act of 1986, P.L. 99-457, and the Amendments of 1990, P.L. 101-476. Also known as Part B of the Individuals with Disabilities Education Act.

Purpose

The Individuals with Disabilities Education Act State and Local Grant Program (P.L. 94-142) is the central vehicle through which the federal government maintains a partnership with states and localities to provide an appropriate education for children with disabilities requiring special education and related services.

Who Receives Funding

State education agencies and, through them, local education agencies receive funds. Each state's allocation is based on a relative count of children with disabilities being served within the state.

Kinds of Activities Supported

Over 5 million children with disabilities nationwide, ages 3-21, are receiving special education and related services. For purposes of federal funding, students with disabilities include: students with mental retardation; with speech, language, hearing and visual impairments; with serious emotional disturbances; with orthopedic impairments; with specific learning disabilities; with autism; with traumatic brain injury; and other students with multiple disabilities who require special education and related services.

Recent Funding History

<u>Fiscal Year</u>	<u>Authorized</u>	<u>Administration's Request</u>	<u>Appropriated</u>
1991	\$6,980.00	\$1,615.10	\$1,845.20
1992	\$9,370.00	\$1,976.10	\$1,976.10
1993	\$9,370.00	\$2,073.30	\$2,052.73
1994	\$10,400.00	\$2,163.71	\$2,149.69
1995	\$11,700.00	\$2,353.03*	\$2,322.92

(in millions)

*Includes \$82.9 million offset from the P.L. 89-313 State Operated Program

Funding Considerations

The Federal government appropriated \$2,322.9 million for the Part B State and Local Grant Program for FY 1995. The funding level includes an \$82.9 million offset from the merger of the P.L. 89-313 State-Operated programs. The actual increase to the Part B program was \$90.2 million, or 4.2 percent. The funding level will maintain the federal contribution to the education of children with disabilities to 8 percent of the APPE, far below the 40 percent promised in P.L. 94-142.

CEC Recommendation

CEC recommends a \$1 billion increase in the State and Local Grant program for a total of \$3,322.9 million for FY 1996. The funding formula in P.L. 94-142 promises the federal government will provide funds equal to 40 percent of the national average per pupil expenditure (APPE) multiplied by the number of children being served. This promise has never been fulfilled; the highest federal contribution to the program was a meager 12 percent of APPE, a level reached in the late 1970s.

With many state and local governments experiencing severe cutbacks, it is becoming increasingly difficult for schools to provide the special education services desperately needed by students with disabilities. It is time the federal government fulfill its commitment to children with disabilities. An appropriation of \$3.32 billion would increase the federal contribution to 11 percent of the APPE. Increasing the federal contribution to the APPE would represent an important reaffirmation of the federal commitment to meeting the needs of children with disabilities.

PART B (P.L. 94-142) ALLOCATIONS TO THE STATES*
FEDERAL FISCAL YEAR 1994
(SCHOOL YEAR 1994-95)

<u>STATE</u>	<u>CHILDREN SERVED</u>	<u>ALLOCATION</u>
U.S., DC, PR Totals	5,091,004	\$ 2,102,125,413
Alabama	98,053	40,487,044
Alaska	14,349	5,924,843
Arizona	67,905	28,038,640
Arkansas	49,839	20,579,011
California	529,540	218,652,251
Colorado	62,757	25,912,980
Connecticut	68,807	28,411,084
Delaware	12,419	5,127,927
Florida	272,147	112,372,162
Georgia	120,784	49,872,897
Hawaii	14,125	5,832,351
Idaho	22,256	9,189,720
Illinois	213,184	88,025,762
Indiana	119,629	49,395,986
Iowa	61,905	25,561,181
Kansas	47,481	19,605,370
Kentucky	79,516	32,832,935
Louisiana	84,853	35,036,635
Maine	28,459	11,751,000
Maryland	93,236	38,498,058
Massachusetts	138,136	57,037,707
Michigan	166,049	68,563,258
Minnesota	88,111	36,381,895
Mississippi	63,425	26,188,804
Missouri	110,211	45,507,201
Montana	18,623	7,689,619
Nebraska	36,238	14,963,025
Nevada	24,624	10,167,491
New Hampshire	21,652	8,940,323
New Jersey	185,844	76,736,808
New Mexico	43,178	17,828,619
New York	346,863	143,223,129
North Carolina	135,067	55,770,487

*Initial July 1, 1994 allocations

(Continued)

PART B (P.L. 94-142) ALLOCATIONS TO THE STATES*
 FEDERAL FISCAL YEAR 1994
 (SCHOOL YEAR 1994-95)
 (Continued)

<u>STATE</u>	<u>CHILDREN SERVED</u>	<u>ALLOCATION</u>
North Dakota	11,942	4,930,969
Ohio	215,090	88,812,768
Oklahoma	71,169	29,386,377
Oregon	52,288	21,590,227
Pennsylvania	187,323	77,347,501
Rhode Island	22,096	9,123,655
South Carolina	79,908	32,994,796
South Dakota	15,208	6,279,532
Tennessee	115,601	47,732,785
Texas	396,160	163,578,343
Utah	49,985	20,639,296
Vermont	9,182	3,791,338
Virginia	131,133	54,146,100
Washington	96,667	39,914,751
West Virginia	42,577	17,580,460
Wisconsin	97,546	40,277,699
Wyoming	12,029	4,966,892
District of Columbia	2,055	848,530
Puerto Rico	43,780	18,077,191
American Samoa	20,270	2,413,677
Guam	48,972	5,831,404
Marshall Islands	15,555	1,852,232
Micronesia	36,403	4,334,735
Northern Marianas	12,500	1,488,454
Palau	5,708	679,688
Virgin Islands	37,128	4,421,064

*Initial July 1, 1994 allocations

PRESCHOOL GRANTS

Appropriations

<u>FY 1994</u>	<u>FY 1995</u>	<u>FY 1996</u> <u>Authorization</u>	<u>CEC FY 1996</u> <u>Recommendation</u>
\$339.26	\$360.27	formula	\$670.80

(in millions)

Authorizing Provision

The Individuals with Disabilities Education Act (IDEA), Section 619 (20 USC 1419), as amended by the Education of the Handicapped Act Amendments 1986, P.L. 99-457, and by the Individuals with Disabilities Education Amendments Act of 1991, P.L. 102-119.

Purpose

The Preschool Grants program expands the requirement of free appropriate public education (FAPE) to include all eligible preschool children. The program is intended to assist all states in ensuring that all preschool-aged children with disabilities receive special education and related services, commencing in school year 1991-92. Since 1987 when this expanded program began operating, the number of children served has increased from 260,000 to an estimated 447,200 in school year 1994-95.

Who Receives Funding

State education agencies (SEAs) are eligible for grants under this program. SEAs must distribute at least 70 percent of the funds to local education agencies (LEAs) and intermediate educational units (IEUs). The remaining 30 percent of the grant is to be used for the planning and development of a comprehensive delivery system (25 percent), and for administrative expenses (5 percent).

Kinds of Activities Supported

Funds are used to provide the full range and variety of appropriate developmental and other preschool special education programs to children with disabilities 3 through 5 years of age. Funds may also be used for such central purposes as comprehensive diagnostic evaluations and for parent training and counseling. Further, funds may be used for children 2 years of age who will turn 3 years of age during the school year.

Recent Funding History

<u>Fiscal Year</u>	<u>Authorized</u>	<u>Administration's</u>	
		<u>Request</u>	<u>Appropriated</u>
1991	formula	\$257.70	\$292.77
1992	formula	\$295.92	\$320.00
1993	formula	\$320.00	\$325.77
1994	formula	\$343.75	\$339.26
1995	formula	\$367.27	\$360.27

(in millions)

Funding Considerations

In 1995 Federal government appropriated \$360.3 million for the Preschool Grants program, an increase of 6 percent over the FY 1994 level. The appropriation translates to just \$806 per child for school year 1995-96, a little over half of the amount authorized per child. A significant increase in the funding of the Preschool Grants program is necessary to ensure preschool-aged children with disabilities begin school ready to learn.

CEC Recommendation

The CEC recommends \$670.8 million for Preschool Grants in FY 1996. In the recent reauthorization (P.L. 102-119) of this program, Congress reaffirmed its support for the Preschool Grants program by changing the authorizing formula from \$1,000 to \$1,500 per child served. The number of children who are eligible for services continues to grow past estimates given by the U.S. Department of Education. Funds must be appropriated to enable states to serve the increasing population of preschool-aged children with disabilities. The federal government must live up to its funding commitment by allocating sufficient funds to make the authorization promise of \$1,500 per child a reality. An appropriation of \$750 million would ensure states will be able to provide preschool-aged children with disabilities with the essential education services they need.

PRESCHOOL GRANTS PROGRAM UNDER SECTION 619 OF THE
INDIVIDUALS WITH DISABILITIES EDUCATION ACT*

FEDERAL FISCAL YEAR 1994
(SCHOOL YEAR 1994-95)

<u>STATE</u>	<u>3-5 COUNT</u>	<u>TOTAL GRANT</u>
Alabama	8,241	\$ 5,840,375
Alaska	1,712	1,213,290
Arizona	6,666	4,710,003
Arkansas	5,174	3,666,800
California	50,966	36,119,473
Colorado	6,009	4,258,563
Connecticut	7,814	5,537,762
Delaware	1,913	1,355,738
Florida	19,799	14,031,500
Georgia	11,449	8,113,877
Hawaii	1,074	761,141
Idaho	2,606	1,846,865
Illinois	24,757	17,543,222
Indiana	10,057	7,127,370
Iowa	5,643	3,999,180
Kansas	5,376	3,809,957
Kentucky	12,690	8,993,370
Louisiana	9,005	6,381,820
Maine	2,831	2,006,322
Maryland	8,607	6,099,759
Massachusetts	11,038	7,822,602
Michigan	15,464	10,959,297
Minnesota	10,284	7,288,244
Mississippi	5,694	6,035,323
Missouri	6,986	4,950,960
Montana	1,810	1,282,742
Nebraska	3,002	2,127,510
Nevada	2,619	1,856,079
New Hampshire	1,736	1,230,299
New Jersey	15,554	11,023,080
New Mexico	3,534	2,504,537
New York	40,029	28,368,649
North Carolina	14,109	9,999,012

*Initial July 1, 1994 allocations

(Continued)

**PRESCHOOL GRANTS PROGRAM UNDER SECTION 619 OF THE
INDIVIDUALS WITH DISABILITIES EDUCATION ACT***

**FEDERAL FISCAL YEAR 1994
(SCHOOL YEAR 1994-95) (Continued)**

<u>STATE</u>	<u>3-5 COUNT</u>	<u>TOTAL GRANT</u>
North Dakota	1,062	752,637
Ohio	16,347	11,585,077
Oklahoma	5,144	3,645,540
Oregon	3,458	2,450,676
Pennsylvania	15,296	10,840,236
Rhode Island	2,061	1,460,635
South Carolina	9,072	6,429,303
South Dakota	2,202	1,560,552
Tennessee	9,666	6,850,269
Texas	28,306	20,060,389
Utah	3,894	2,759,668
Vermont	993	703,737
Virginia	12,161	8,618,469
Washington	11,746	8,324,360
West Virginia	3,847	2,726,359
Wisconsin	12,642	8,959,353
Wyoming	1,484	1,051,707
District of Columbia	238	168,670
Puerto Rico	4,584	3,248,669
American Samoa	32	22,678
Northern Marianas	23	16,300
Guam	137	97,092
Virgin Islands	65	66,065
Marshall Islands	0	0
Micronesia	0	0
Palau	17	12,048
Total	478,705	339,257,000
Share per Child	\$708.69	

*Initial July 1, 1994 allocations

EARLY INTERVENTION PROGRAM

Appropriations

<u>FY 1994</u>	<u>FY 1995</u>	<u>FY 1996 Authorization</u>	<u>CEC FY 1996 Recommendation</u>
\$253.15	\$315.63	pending	\$376.00
(in millions)			

Authorizing Provision

The Individuals with Disabilities Education Act (IDEA), Part H, Section 671, as authorized by the Education of the Handicapped Act Amendments of 1986, P.L. 99-457, and as amended by the IDEA Amendments of 1991, P.L. 102-119.

Purpose

Part H of the Individuals with Disabilities Education Act provides grants to states for early intervention programs for infants and toddlers with disabilities, ages birth through 2 years. In 1991, Congress reauthorized the program for 3 years and amended it to include provisions to increase participation of underserved populations and enhance services to the "at-risk" populations.

Who Receives Funding

All states are eligible to participate on a voluntary basis. Monies under this authority are received and administered by a lead agency appointed by the governor of the state with the participation of a state interagency coordinating council also appointed by the governor. Currently, all states have made the final commitment to full service for the eligible population.

Kinds of Activities Supported

Federal funds under this program are to be used for the planning, development, and implementation of a statewide system for the provision of early intervention services. Funds may also be used for the general expansion and improvement of services. Further,

funds may be used to provide a free, appropriate public education, under Part B of IDEA, to children with disabilities from their third birthday to the beginning of the next school year. However, in the provision of actual direct program services, federal funds under this program shall be the "payor of last resort," i.e., IDEA funds may not be used when there are other appropriate resources which can be used or are being used, whether public or private, federal, state, or local. These restraints on the use of IDEA funds illustrate a central objective of this program: to achieve efficient and effective interagency participation within each state.

Early intervention services include, for each eligible child, a multidisciplinary assessment and a written Individualized Family Service Plan (IFSP) developed by a multidisciplinary team and the parents. Services to be provided must be designed to meet developmental needs.

Recent Funding History

<u>Fiscal Year</u>	<u>Authorized</u>	Administration's <u>Request</u>	<u>Appropriated</u>
1991	"such sums"	\$ 82.70	\$117.10
1992	\$220.00	\$128.82	\$175.00
1993	"such sums"	\$??????	\$342.00
1994	"such sums"	\$256.28	\$253.15
1995	"such sums"	\$325.13*	\$315.63*

(in millions)

*Includes \$34 million offset from the P.L. 89-313 program

Funding Considerations

The Federal government appropriated \$315.6 million for the early intervention program. While this appears to be a large increase, it includes \$34 million shifted from the Chapter 1 State-Operated Program (P.L. 89-313) into the Part H program. The net increase to the program is \$28.5 million, a 10 percent increase for FY 1995. While the appropriated amount does represent a significant increase, the funds appropriated fall short of addressing the need for services. The estimated number of infants and children eligible for Part H services for FY 1996 is approximately 342,000. At a cost of \$1,000 per child, the proposed funding level will mean that states will fall short of the amount needed to fully implement the program.

CEC Recommendation

CEC recommends an appropriation of \$376 million for FY 1996 for the Early Intervention Program. This includes \$342 million (\$1,000 for each child) and the \$34 million offset from the Chapter 1 State-Operated Program. Congress enacted the Early Intervention program after gathering expert evidence on the vital importance of the earliest possible intervention for infants who are developmentally delayed or at risk of becoming so. As more states fully implement this effective program, the number of children eligible for services has grown, making an increase of funding for the program crucial. States counted on a financial partnership with the Federal government when opting to participate in the Part H program. Congress must live up to its commitment by providing enough funds to ensure every eligible infant and toddler receives the services she or he needs.

PART H OF THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT*
FEDERAL FISCAL YEAR 1994 ACTUAL
(SCHOOL YEAR 1994-1995)

PART H ALLOCATIONS TO STATE EDUCATIONAL AGENCIES

<u>STATE</u>	<u>TOTAL ALLOCATION</u>
Alabama	\$ 3,636,547
Alaska	1,237,632
Arizona	3,922,215
Arkansas	2,054,731
California	34,996,612
Colorado	3,207,936
Connecticut	2,754,255
Delaware	1,237,632
Florida	11,385,994
Georgia	6,504,198
Hawaii	1,237,632
Idaho	1,237,632
Illinois	11,106,325
Indiana	4,855,347
Iowa	2,232,081
Kansas	2,180,341
Kentucky	3,138,084
Louisiana	4,130,713
Maine	1,237,632
Maryland	4,494,909
Massachusetts	5,090,115
Michigan	8,232,797
Minnesota	3,877,592
Mississippi	2,520,647
Missouri	4,442,070
Montana	1,237,632
Nebraska	1,352,447
Nevada	1,320,758
New Hampshire	1,237,632
New Jersey	6,994,924
New Mexico	1,654,768

*Initial July 1, 1994 allocations

(Continued)

PART H OF THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT*
FEDERAL FISCAL YEAR 1994 ACTUAL
(SCHOOL YEAR 1994-1995)

PART H ALLOCATIONS TO STATE EDUCATIONAL AGENCIES (Continued)

<u>STATE</u>	<u>TOTAL ALLOCATION</u>
New York	\$ 16,637,446
North Carolina	6,033,463
North Dakota	1,237,632
Ohio	9,708,735
Oklahoma	2,811,332
Oregon	2,483,462
Pennsylvania	9,633,345
Rhode Island	1,237,632
South Carolina	3,296,241
South Dakota	1,237,632
Tennessee	4,346,068
Texas	18,816,567
Utah	2,160,609
Vermont	1,237,632
Virginia	5,660,050
Washington	6,706,307
West Virginia	1,291,991
Wisconsin	6,136,450
Wyoming	1,237,632
District of Columbia	1,237,632
Puerto Rico	3,630,290
American Samoa	475,322
Northern Marianas	296,165
Guam	1,045,571
Virgin Islands	619,990
Palau	94,472
United States, DC, PR	267,526,400
Secretary of the Interior	3,094,080
Total	\$ 253,152,000

Note: Allocations determined by each state's relative count of the total child population birth through 2. Because of the differentiated funding formula authorized by the Congress in 1991, this allocation chart is constantly in flux. The reader should seek an update on any given state.

*Initial July 1, 1994 allocations

DEAF-BLIND PROGRAMS AND SERVICES

Appropriations

<u>FY 1994</u>	<u>FY 1995</u>	<u>FY 1996 Authorization</u>	<u>CEC FY 1996 Recommendation</u>
\$12.83	\$12.83	pending	\$29.20

(in millions)

Authorizing Provision

Individuals with Disabilities Education Act (IDEA), Part C, Section 622 (20 USC 1422), as amended by the Education of the Handicapped Act Amendments of 1983, P.L. 98-199, the Education of the Handicapped Act Amendments of 1986, P.L. 99-457, and the Education of the Handicapped Act Amendments of 1990, P.L. 101-476.

Purpose

Assist the efforts of state and local educational agencies (SEAs and LEAs) to provide full educational services to children and youth who are both deaf and blind.

For purposes of this part, children who are deaf-blind are those children having auditory and visual impairments, the combination of which creates such severe communication and other developmental and learning needs that they cannot be appropriately educated in special education programs solely for children and youth with hearing impairments, visual impairments, or severe disabilities, without supplementary assistance to address their educational needs due to these dual concurrent disabilities.

Who Receives Funding

Assistance under this program is to be provided to local education agencies, and Part H lead agencies. In addition, public or nonprofit private agencies, institutions, or organizations are eligible to apply for grants or enter into cooperative agreements or contracts under this program.

Kinds of Activities Supported

When initially authorized in 1968, this program utilized a center approach to serve children who are both deaf and blind because of their relatively small numbers, scattered geographic distribution, and need for highly specialized extensive services. Under the 1983 Education of the Handicapped Act Amendments, emphasis was placed on providing programmatic support (i.e., technical assistance, training, and information dissemination) to assist states in meeting their responsibility to furnish children who are deaf-blind a free and appropriate education consistent with P.L. 94-142 as well as serve children and youth with deaf-blindness not required by federal law to be served by the states (i.e., children birth through age 3 and youth ages 18 through 21 depending upon state law and practice).

Under the 1990 Education of the Handicapped Act Amendments, the Secretary is authorized to make a grant, or enter into a contract or cooperative agreement, for a national clearinghouse for children and youth with deaf-blindness to, among other things (1) identify, coordinate, and disseminate information concerning effective practices in working with deaf-blind infants, toddlers, children and youth, and (2) interact with educators, professional groups, and parents to identify areas for programming, materials development, training, and expansion of specific services.

The program consists of the following components: (1) single and multistate programs to provide special education and related services; (2) technical assistance to single and multistate programs for the purposes of program development and expansion; and (3) demonstration and special projects to develop innovative and effective approaches and procedures in areas such as total life planning, vocational/employment skills training and supported work, social and community skills development, communication skills, and education in regular school settings and to expand LEA capabilities to serve children with deaf-

blindness and encourage eventual assumption of funding responsibility by state and local sources.

Recent Funding History

<u>Fiscal Year</u>	<u>Authorized</u>	Administration's <u>Request</u>	<u>Appropriated</u>
1991	\$21.90	\$12.85	\$12.85
1992	\$24.10	\$12.85	\$13.00
1993	\$26.50	\$13.00	\$12.83
1994	\$29.20	\$12.83	\$12.83
1995	\$29.20	\$12.83	\$12.83

(in millions)

Funding Considerations

The Federal government appropriated level funding of this program for FY 1995. Such a freeze will mean that the program will not receive a cost of living increase, thereby restricting funding for new activities and curtailing funding for existing programs.

CEC Recommendation

Since this program has had no increase for many years, CEC recommends an appropriation at the authorization level of \$29.20 million. This level of funding would provide this program with a well-needed increase, providing resources for carrying out essential program components as well as needed data collection, analysis, and dissemination activities.

REGIONAL RESOURCE CENTERS (RRCs)

Appropriations

<u>FY 1994</u>	<u>FY 1995</u>	<u>FY 1996 Authorization</u>	<u>CEC FY 1996 Recommendation</u>
\$7.22	\$7.22	pending	\$11.05

(in millions)

Authorizing Provision

Individuals with Disabilities Education Act (IDEA), Part C, Section 621 (20 USC 1421), as amended by the Education of the Handicapped Act Amendments of 1983, P.L. 98-199, the Education of the Handicapped Act Amendments of 1986, P.L. 99-457, and the Education of the Handicapped Act Amendments of 1990, P.L. 101-476.

Purpose

Assist state educational agencies (SEAs) and, through them, local educational agencies (LEAs) in identifying and solving persistent problems in providing educational services to infants, toddlers, children and youth with disabilities, and in identifying and replicating model programs and practices. The assistance provided must be consistent with the priority needs identified by the state.

Who Receives Funding

Grants, contracts, and cooperative agreements are awarded, on a competitive basis, to institutions of higher education, private nonprofit organizations, SEAs, or combinations of such agencies and institutions which may include LEAs.

Existing RRCs include:

- | | |
|--|--|
| ● Northeast RRC (Trinity College, VT) | ME, VT, NH, MA, CT, RI, NY, NJ |
| ● Midsouth RRC (University of Kentucky) | MD, DE, VA, WV, DC, KY, TN, NC, SC |
| ● South Atlantic RRC (Florida Atlantic University) | GA, AL, FL, MS, PR, VI, NM, TX, OK, AR, LA |
| ● Great Lakes Area RRC (Ohio State University) | IL, OH, IN, PA, WI, MN, MI |
| ● Mountain Plains RRC (Utah State University) | MT, WY, ND, SD, UT, CO, NE, KS, IA, MO, Bureau of Indian Affairs |
| ● Western RRC (University of Oregon) | OR, ID, WA, AK, CA, AZ, NV, HI, GU, Trust Territories, American Samoa, Northern Marianas |

In addition, a Federal Regional Resource Center is in operation at the Academy for Educational Development in Washington, DC.

Kinds of Activities Supported

The RRCs program began in 1969 with four centers to develop and apply the best methods of appraisal and educational programming for students with disabilities.

The current program is designed to include six regional centers and a national technical assistance center, which builds on successful performance of previous assignments by the RRC network, while responding to the changes in the program that were made in the 1990 EHA amendments.

Topical areas, determined through an annual needs assessment, being addressed by the RRCs include: program evaluation, technology, least restrictive environment, secondary and transitional services, policies and procedures/monitoring, early childhood, and parental involvement. In addition, the Centers are addressing new and emerging issues, such as: (1) meeting the needs of a diverse group of students with disabilities; (2) the retention and recruitment of special education personnel; and (3) improving the outcomes for students with disabilities as they make the transition from school to work.

The purpose of the Federal Regional Resource Center (FRRRC) authorized in 1986, is to: (1) design and provide technical assistance to the RRCs and OSEP; (2) identify and analyze significant and emerging issues related to technical assistance needs; (3) plan for long-term technical assistance needs-forecasting for the RRC and National Resource Center program; (4) review RRC products as well as OSEP monitoring on persistent problems encountered in administering OSEP formula grant programs; and (5) assist the RRCs with consultant, technical assistance and training on OSEP designated national priorities for technical assistance.

The EHA Amendments of 1990 amended the authority of the FRRRC to: (1) provide information to, and training for, agencies and organizations regarding techniques and approaches for submitting applications for grants, contracts, and cooperative agreements; (2) give priority to provide technical assistance concerning the education of children with disabilities from minority backgrounds; (3) exchange information with other centers addressing the needs of children with disabilities from minority backgrounds; and (4) provide assistance to state education agencies, through the regional resource centers, for the training of hearing officers.

Recent Funding History

<u>Fiscal Year</u>	<u>Authorized</u>	Administration's <u>Request</u>	<u>Appropriated</u>
1991	\$8.52	\$6.51	\$6.62
1992	\$9.30	\$6.62	\$7.00
1993	\$10.14	\$7.00	\$7.22
1994	\$11.05	\$7.22	\$7.22
1995	\$11.05	\$7.22	\$7.22

(in millions)

Funding Considerations

For FY 1995, the appropriation will maintain this program at the FY 1994 funding level. This level fails to allow for the annual inflation rate. Further, because the number of RRCs was reduced from 12 to 6 in 1982, each Center is now providing services to a larger number of states, which in many instances has dramatically increased the geographic size of the service area.

CEC Recommendation

CEC recommends an appropriation of \$11.05 million for FY 1996. This would represent a modest increase which would permit each center to offset inflation, as well as provide additional funds to support the National Center.

PROGRAMS FOR CHILDREN WITH SEVERE DISABILITIES

Appropriations

<u>FY 1994</u>	<u>FY 1995</u>	<u>FY 1996 Authorization</u>	<u>CEC FY 1996 Recommendation</u>
\$ 9.33	\$ 10.03	pending	\$12.70
(in millions)			

Authorizing Provision

Individuals with Disabilities Education Act (IDEA), Part C, Section 624 (20 USC 1424c), as amended by the Education of the Handicapped Act Amendments of 1983, P.L. 98-199, the Education of the Handicapped Act Amendments of 1986, P.L. 99-457, and the Education of the Handicapped Act Amendments of 1990, P.L. 101-476.

Purpose

The purpose of this program is to assist state and local agencies in providing innovative and effective approaches to the education of students with severe disabilities, many of whom require complex, varied, and often times expensive educational services. Children with severe disabilities include: the seriously emotionally disturbed, autistic, profoundly and severely mentally retarded, and those with two or more disabling conditions, such as persons with mental retardation-blindness and cerebral palsy-deafness. Since its inception, the program has emphasized the funding of practice-stretching activities and the provision of educational services to these children in integrated, least restrictive environments.

Who Receives Funding

State educational agencies, intermediate, or local educational agencies, institutions of higher education, and other public agencies and nonprofit organizations, are eligible for funding under this program.

Kinds of Activities Supported

Activities under this program address the special education, related service, early intervention, and integration needs of infants, toddlers, children, and youth with severe disabilities. Such activities include: research to identify and meet the needs of children and youth with severe disabilities; the development or demonstration of new, or improvements in existing, methods or techniques which would contribute to the adjustment and education of such children and youth; the training of special and regular education, related service, and early intervention personnel; the dissemination of information on successful programs; and statewide projects to improve the quality of special education and related services for children and youth with severe disabilities and to change the delivery of services from segregated to integrated environments.

Recent Funding History

<u>Fiscal Year</u>	<u>Authorized</u>	Administration's <u>Request</u>	<u>Appropriated</u>
1991	\$9.50	\$5.82	\$7.87
1992	\$10.50	\$7.87	\$8.00
1993	\$11.60	\$8.00	\$9.33
1994	\$12.70	\$9.33	\$9.33
1995	\$12.70	\$10.03	\$10.03

(in millions)

Funding Considerations

The Federal government has appropriated a small increase in FY 1995 for the Programs for Children with Severe Disabilities. While the increase demonstrates an effort to address the ever-growing research and training needs of this service-intensive population, the appropriation is still substantially below the authorized funding level.

CEC Recommendation

The CEC recommends \$12.7 million for FY 1996 for Programs for Children with Severe Disabilities. The increase would allow for a much-needed national investment in services for our children with the most severe disabilities. Programs funded under this legislation have proven to be successful in assisting states in creating integrated services for students with severe disabilities. CEC believes that every state, and every student with severe disabilities, should have the opportunity to benefit from this assistance.

EARLY CHILDHOOD EDUCATION

Appropriations

<u>FY 1994</u>	<u>FY 1995</u>	<u>FY 1996 Authorization</u>	<u>CEC FY 1996 Recommendation</u>
\$25.17	\$25.17	pending	\$40.71

(in millions)

Authorizing Provision

Individuals with Disabilities Education Act (IDEA), Part C, Section 623 (20 USC 1423), as amended by the Education of the Handicapped Act Amendments of 1983, P.L. 98-199, the Education of the Handicapped Act Amendments of 1986, P.L. 99-457, the Education of the Handicapped Act Amendments of 1990, P.L. 101-476, and by the Individuals with Disabilities Education Act Amendments of 1991, P.L. 102-119.

Purpose

The purpose of this program is to foster increased and improved services to young children with disabilities and their families, including infants and toddlers who are at risk of developmental delays. The Early Childhood Education program complements both the Preschool Grant program and the Part H Early Intervention program by developing models of best practice for preschool and early intervention programs, and by stimulating statewide program development.

Who Receives Funding

Public and private nonprofit organizations are eligible for funding.

Kinds of Activities Supported

Projects authorized under this program support demonstration, outreach and research activities to address the special needs of children aged birth through 8 that have disabilities. The program assists state and local entities in expanding and improving early childhood programs and services. Amendments to the legislation in 1991 expanded activities to include: projects serving children "at risk" of having substantial developmental delays if early intervention services are not provided; improving outreach to low-income, minority, rural, and other underserved populations eligible for assistance under Parts B and H; promoting the use of assistive technology devices and services to enhance the development of infants and toddlers with disabilities; addressing the early intervention needs of children exposed prenatally to maternal drug abuse; and changing the delivery of services from segregated to integrated environments.

The program also authorized up to five grants to states to establish statewide systems for the identification, tracking and referral of all categories of children who are at risk of developmental delays.

Recent Funding History

<u>Fiscal Year</u>	<u>Authorized</u>	<u>Administration's</u>	
		<u>Request</u>	<u>Appropriated</u>
1991	\$31.40	\$23.76	\$24.20
1992	\$34.23	\$24.20	\$25.00
1993	\$37.32	\$25.00	\$25.17
1994	\$40.71	\$25.17	\$25.17
1995	\$40.71	\$25.17	\$25.17

(in millions)

Funding Considerations

The Federal government has frozen funding for the Early Childhood Education program for FY 1995. This is an actual decrease in funding when taking inflationary costs into account and will mean a frozen appropriation for three successive fiscal years. The lack of new funds continues to impede the implementation of the new initiatives authorized under the 1991 amendments, P.L. 102-119.

CEC Recommendation

CEC recommends an appropriation of \$40.71 million for FY 1996 for the Early Childhood Education program. The current fiscal crisis facing most of the states places the statewide early intervention and preschool programs in jeopardy. These projects are the primary mechanism for providing families, agency administrators, and service providers with information, resources, and technical assistance in early intervention and preschool education. States are particularly in need of assistance in their efforts to serve the growing population of at risk children and to reach traditionally underserved families. As states struggle to serve these families, they are looking to the federal government to uphold its commitment of resources and program supports necessary to maintain early intervention and preschool programs.

PROGRAMS FOR CHILDREN AND YOUTH WITH SERIOUS EMOTIONAL DISTURBANCE

Appropriations

<u>FY 1994</u>	<u>FY 1995</u>	<u>FY 1996 Authorization</u>	<u>CEC FY 1996 Recommendation</u>
\$4.15	\$4.15	pending	\$11.50
(in millions)			

Authorizing Provision

Individuals with Disabilities Education Act (IDEA), Part C, Section 627 (20 USC 1426) authorized by the Education of the Handicapped Act Amendments of 1990, P.L. 101-476.

Purpose

The purpose of these programs is to provide funds for the research and implementation of projects to improve special education and related service to children and youth with serious emotional disturbance.

Who Receives Funding

Institutions of higher education, state and local education agencies, and other appropriate public and private nonprofit institutions or agencies are eligible for grants under this program.

Kinds of Activities Supported

Programs for Children and Youth with Serious Emotional Disturbance is a discretionary grant program designed to address the special education needs of children and youth with serious emotional disturbances (SED). In response to the lack of research and demonstration initiatives for this population of students, Congress authorized a range of activities aimed at improving special education including: examining the current

state of special education and related services for children and youth with SED; producing methodologies and curricula designed to improve special education and related services for these children; developing the knowledge, skills and strategies for effective collaboration among special education, related services and other professionals and agencies; and developing and implementing innovative approaches to assist children with problems so as to prevent their developing serious emotional disturbances that require the provision of special education and related services.

The Secretary is also authorized to make grants to LEAs in collaboration with mental health entities to provides services for children and youth with emotional disturbance. These projects include: increasing the availability, access and quality of community services for these children and their families; improving working relationships among relevant professional personnel, families of children, and their advocates; targeting resources to school settings; and taking into account the needs of minority children and youth.

Recent Funding History

<u>Fiscal Year</u>	<u>Authorized</u>	Administration's <u>Request</u>	<u>Appropriated</u>
1993	\$9.50	\$4.00	\$4.15
1994	\$11.50	\$4.15	\$4.15
1995	\$11.50	\$4.15	\$4.15

(in millions)

Funding Considerations

The Federal government has continued to freeze funding for the Programs for Children and Youth with Serious Emotional Disturbance. The amount appropriated is not even half of the authorized funding level for this critical program and ignores the need for special education research and demonstration activities in this crucial area. As public concern regarding the lack of effective services and treatment for children and youth

with emotional and behavioral disorders grows ever greater, the nearly 3 million children with emotional disabilities would benefit from genuine federal support of this program.

CEC Recommendation

CEC recommends \$11.5 million for Programs for Children and Youth with Serious Emotional Disturbances in FY 1996. Children and youth with serious emotional disturbances are among the most under-served children in special education. These children are at high risk for out-of-school placements in costly residential programs. Strong federal leadership and sufficient funding are required if this population is to catch up and finally receive appropriate special education and related services. An increase in this critical program would also allow the development and adoption of meaningful special education programs for adjudicated youth with disabilities. Longitudinal data shows this group of students to have particularly bleak outcomes.

POSTSECONDARY EDUCATION PROGRAMS

Appropriations

<u>FY 1994</u>	<u>FY 1995</u>	<u>FY 1996 Authorization</u>	<u>CEC FY 1996 Recommendation</u>
\$8.84	\$8.84	pending	\$11.93

(in millions)

Authorizing Provision

Individuals with Disabilities Education Act (IDEA), Part C, Section 625 (20 USC 1424a), as amended by the Education of the Handicapped Act Amendments of 1983, P.L. 98-199, the Education of the Handicapped Act Amendments of 1986, P.L. 99-457, and the Education of the Handicapped Act Amendments of 1990, P.L. 101-476.

Purpose

The purpose of the Postsecondary Education program is to enable individuals with disabilities to continue their formal education beyond high school and widen the choices of formal preparation available to them. This program supports the development, operation, and dissemination of specially designed model programs of postsecondary, vocational, technical, continuing, and adult education for persons with disabilities.

Who Receives Funding

Contracts and grants are awarded to State educational agencies, institutions of higher education, junior and community colleges, vocation and technical institutions, and other appropriate nonprofit educational agencies. P.L. 99-457 places a priority on programs which coordinate, facilitate, and encourage the education of individuals with disabilities with their non-disabled peers. P.L. 99-457 also requires grantees to coordinate their efforts with the postsecondary clearinghouse authorized under Part D, Section 633 of the IDEA.

Kinds of Activities Supported

This program enables individuals with disabilities to continue their formal education beyond high school by supporting the development, operation and dissemination of specially designed model programs of postsecondary, vocational, technical, continuing or adult services for persons with disabilities. Two major activities are supported through this program: (1) four regional postsecondary schools and model demonstration projects of specially adapted or designed programs that coordinate, facilitate, and encourage education of individuals with disabilities alongside their nondisabled peers; and (2) projects focusing on services for individuals with specific learning disabilities in regular postsecondary and vocational educational settings. In addition, the Amendments of 1990 provide for model programs which may include joint projects that coordinate with special education and transition services.

Recent Funding History

<u>Fiscal Year</u>	<u>Authorized</u>	Administration's <u>Request</u>	<u>Appropriated</u>
1991	\$9.50	\$6.51	\$8.56
1992	\$10.23	\$8.56	\$9.00
1993	\$11.05	\$9.00	\$8.84
1994	\$11.93	\$8.84	\$8.84
1995	\$11.93	\$8.84	\$8.84

(in millions)

Funding Considerations

For FY 1995, the Federal government has funded the Postsecondary Education program at the FY 1994 level, which will not allow for the needed expansion of these programs in order to address the educational needs of individuals with disabilities, and will mean a frozen appropriation for 3 successive years.

CEC Recommendation

CEC recommends \$11.9 million for the Postsecondary Education program in FY 1996. With the number of students with disabilities who successfully complete the high school program rising in recent years, there is an increase in the number of students with disabilities who are interested in and capable of benefiting from postsecondary education. A variety of appropriate options must be made available to them. Moreover, with the current workplace requiring higher skills it is imperative for the federal government to continue to invest in the necessary training needed to compete in a demanding marketplace. The federal government must increase the funding for these critical programs to enable students with disabilities to continue their education and acquire the necessary skills to compete nationally and internationally.

SECONDARY EDUCATION AND TRANSITIONAL SERVICES

Appropriations

<u>FY 1994</u>	<u>FY 1995</u>	<u>FY 1996 Authorization</u>	<u>CEC FY 1996 Recommendation</u>
\$21.97	\$23.97	pending	\$49.65*

(in millions)

* Represents combined Secondary - SEA/VR.

Authorizing Provision

Individuals with Disabilities Education Act (IDEA), Part C, Section 626 (20 USC 1424a), as amended by the Education of the Handicapped Act Amendments of 1983, P.L. 98-199, the Education of the Handicapped Act Amendments of 1986, P.L. 99-457, and the Education of the Handicapped Act Amendments of 1990, P.L. 101-476.

Purpose

The purpose of the Secondary Education and Transitional Services program is to contribute to the development and improvement of programs and services for secondary-aged youth with disabilities, primarily recent high-school graduates, dropouts or those who "age out" of school, to enable them to make a successful transition to adult and working life.

Recognizing the importance of transition services, Congress authorized one time, 5-year grants to be provided jointly to state education agencies and state vocational rehabilitation (VR) agencies to develop and implement a comprehensive, statewide system of transition services for youth with disabilities (P.L. 101-476). If the state vocational rehabilitation agency chooses not to participate, the grant may be provided to the state education agency (SEA) and one other agency that provides transition services.

Who Receives Funding

Institutions of higher education, SEAs, other state agencies, LEAs, public and private nonprofit institutions and agencies (including state job training coordinating councils and service delivery area administrative entities established under the Job Training Partnership Act) are eligible to apply for grants or contracts.

Kinds of Activities Supported

Authorized projects may include: development of strategies, techniques, and delivery systems for transition to independent living, vocational training, postsecondary education, and competitive employment; demonstration models; demographic studies relating to transitional services; specially designed vocational programs; research and development projects including dissemination; and cooperative models between educational and adult service agencies.

In FY 1988, two priorities were established to prepare and place youth with severe disabilities in supported work prior to their leaving school and to enhance existing procedures for a follow-up/follow-along system for all completers and leavers of schools. Current efforts include the development of programs to provide job-related training for mainstream youth with learning disabilities and other mild disabilities, and projects to promote and refine student involvement in transition planning.

Recent Funding History

<u>Fiscal Year</u>	<u>Authorized</u>	Administration's <u>Request</u>	<u>Appropriated</u>
1991	\$37.30	\$ 7.99	\$14.64
1992	\$41.05	\$14.64	\$19.00
1993	\$45.17	\$19.00	\$21.97
1994	\$49.65	\$21.97	\$21.97
1995	\$49.65	\$23.97	\$23.97

(in millions)

Funding Considerations

The Federal government has appropriated a \$2 million increase for this program during FY 1995. Though a worthy increase, this appropriation will not allow for the much-needed full development of the new state agency joint grants authorized in the program.

CEC Recommendation

CEC recommends \$49.7 million for Secondary Education and Transitional Services in FY 1996. This program addresses the nation's commitment to the education of youth with disabilities at the secondary level. The Secondary Education and Transitional Services program assists youth in their transition to competitive employment, continued training, education, or adult services. The number of youth with disabilities dropping out of school continues to be unacceptably high at 23 percent as we enter the mid-1990s. As these students leave the school environment, they have not been provided with adequate transitional services and training to enable them to function in employment and independent living environments.

P.L. 101-476 requires that transition services be included in the individualized education program (IEP) for all students receiving special education, to occur no later than age 16. To support that requirement, joint grants to the SEA and the state VR agency are available to develop, implement and improve statewide systems to provide transition services for youth with disabilities. All states would be able to obtain grants to provide these necessary services if Congress provided an appropriation at the CEC recommended level. CEC urges the full authorization to be appropriated for this program, namely \$13.1 million for the ongoing secondary education program and \$36.6 million for the new joint grant transition program.

INNOVATION AND DEVELOPMENT

Appropriations

<u>FY 1994</u>	<u>FY 1995</u>	<u>FY 1996 Authorization</u>	<u>CEC FY 1996 Recommendation</u>
\$20.64	\$20.64	pending	\$33.20

(in millions)

Authorizing Provision

Individuals with Disabilities Education Act (IDEA), Part E, Sections 641 and 642 (20 USC 1441 and 1442), as amended by the Education of the Handicapped Act Amendments of 1983, P.L. 98-199, the Education of the Handicapped Act Amendments of 1986, P.L. 99-457, and as further amended by the Education of the Handicapped Act Amendments of 1990, P.L. 101-476.

Purpose

The purposes of this program are to advance knowledge regarding instruction and other interventions for infants, toddlers, children and youth with disabilities and advance the use of knowledge by personnel preparing special education, related services and early intervention services through the research process.

Who Receives Funding

State and local educational agencies, institutions of higher education, and other public agencies and nonprofit private organizations are eligible to receive grants or enter into contracts or cooperative agreements.

Kinds of Activities Supported

Under the Education of the Handicapped Act Amendments of 1990 (P.L. 101-476), research and related activities are to be designed to: (1) advance knowledge regarding the provision of instruction; and (2) advance the use of knowledge by personnel

providing special education, early intervention, and related services.

The components of this program include: (1) field initiated research to produce and disseminate new information on the education of children and youth with disabilities and to support student research to encourage special education research among graduate students and motivate students to enter the field of special education research; (2) directed research to support research on educating students with serious emotional problems; learning disabilities in general education; teacher/learner efficiency enhancing instructional options; and to establish research institutes; and (3) special projects to review research and emerging special education issues; and to provide technical assistance to parent and professional organizations.

Recent Funding History

<u>Fiscal Year</u>	<u>Authorized</u>	Administration's <u>Request</u>	<u>Appropriated</u>
1991	\$27.40	\$19.82	\$20.17
1992	\$27.40	\$20.17	\$21.00
1993	\$30.20	\$21.00	\$20.64
1994	\$33.20	\$20.64	\$20.64
1995	\$33.20	\$19.89	\$20.64

(in millions)

Funding Considerations

Level funding has been appropriated even though two programs have been recently initiated: the ombudsperson model demonstration program and the centers to organize and disseminate information pertaining to children with attention deficit disorder.

Further, as the issues regarding the education of students with disabilities shift from access to education to the quality of the education provided, it becomes increasingly imperative that there be a continual investment in research and innovation activities that can assist practitioners in improving the quality of the

services they provide to children. Research in special education is significantly federally impacted. State and local governmental as well as private resources for this purpose are minimal and are becoming even more limited. The existence and quality of a community of researchers is directly related to the availability of federal resources to support such research. The relatively small numbers of children with disabilities and their unique needs makes the development of new materials commercially unattractive without governmental support.

CEC Recommendation

CEC recommends an appropriation of \$33.20 million in FY 1996, which would represent a critically needed increase. It is well known that states, localities, and the private sector do not view national research activities as a priority for their dwindling resources. This program is essential for the program development and improvement of the education of children with disabilities by providing new knowledge as well as developing new or improved approaches and products. An increase in funds would allow the support of model demonstration programs to facilitate the translation of research knowledge into practice for students with high-incidence or single sensory disabilities. Increased funds would also allow the development and dissemination of effective practices to meet the unique needs of children and youth with disabilities who are culturally and linguistically diverse. Further, this program has funded projects to do research on the impact of educating students with disabilities in inclusive education settings which provides information important to ensuring that all students are included in meeting the national education goals.

SPECIAL EDUCATION TECHNOLOGY

Appropriations

<u>FY 1994</u>	<u>FY 1995</u>	<u>FY 1996 Authorization</u>	<u>CEC FY 1996 Recommendation</u>
\$10.86	\$10.86	pending	\$15.00

(in millions)

Authorizing Provision

Individuals with Disabilities Education Act (IDEA), Part G, as amended by the Education of the Handicapped Act Amendments of 1986, P.L. 99-457; and the Education of the Handicapped Act Amendments of 1990, P.L. 101-476. While this program is relatively new as an independent authority, it had a long history under IDEA, Part F.

Purpose

The purpose of the special education technology program is to support the development and advance the use of technology, media, and materials in the education of students with disabilities and early intervention for infants and toddlers. Goals include (1) enhancing the availability of appropriate technology; (2) improving the quality of technology based materials and programs; and (3) encouraging the appropriate use of media, materials, and technology in special education.

Who Receives Funding

Institutions of higher education, state and local educational agencies, or other appropriate agencies and organizations may receive grants, contracts, or participate in cooperative agreements.

Kinds of Activities Supported

This program supports projects and centers for the purposes of: (1) determining how technology, media, and materials are being used in the education of students with disabilities and how they can be used more effectively; (2) designing and adapting new technology, media, and materials to improve the education of students with disabilities; (3) assisting the public and private sectors in the development and marketing of new technology, media, and materials for the education of students with disabilities; (4) disseminating information on the availability and use of new technology, media, and materials for the education of children with disabilities; and (5) increasing access to and use of assistive technology devices and services.

Recent Funding History

<u>Fiscal Year</u>	<u>Authorized</u>	Administration's <u>Request</u>	<u>Appropriated</u>
1991	\$11.90	\$5.42	\$ 5.59
1992	\$12.86	\$5.59	\$10.00
1993	\$13.89	\$10.00	\$10.86
1994	\$15.00	\$10.86	\$10.86
1995	\$15.00	\$10.36	\$10.86

(in millions)

Funding Considerations

The Federal government has appropriated level funding for the special education technology program for FY 1995. Level funding of this program hinders any possibility of growth and expansion of this critical program. This is a program where a modest federal investment can make a substantial difference in the lives of children with disabilities.

CEC Recommendation

CEC recommends \$15 million for FY 1996 for the special education technology program. In P.L. 99-457, the Congress responded to significant evidence that greater federal attention needed to be directed to improving the use of new technologies in program for children with disabilities. Congress continued its support of this important program last year by appropriating an increase of funds. CEC believes Congress is on the right track and should continue to support this program. By investing in special education technology, we can significantly improve the quality of special education and early intervention which children with disabilities are receiving.

EDUCATIONAL MEDIA AND CAPTIONING SERVICES

Appropriations

<u>FY 1994</u>	<u>FY 1995</u>	<u>FY 1996 Authorization</u>	<u>CEC FY 1996 Recommendation</u>
\$18.64	\$19.14	pending	\$26.60

(in millions)

Authorizing Provision

Individuals with Disabilities Education Act (IDEA), Part F, Sections 652 and 653 (20 USC 1452 and 1453), as amended by the Education of the Handicapped Act Amendments of 1986, P.L. 99-457, and the Education of the Handicapped Act Amendments of 1990, P.L. 101-476.

Purpose

Produce and distribute educational materials for students with disabilities, their parents, educators, and employers. This program began in 1958 when Congress authorized a program to produce and lend captioned films to deaf persons and was lately expanded to include media services for all persons with disabilities. P.L. 101-476 places an emphasis on improving the general welfare of individuals with visual impairments by (1) bringing to them an appreciation of textbooks, films, etc., that play an important part in the advancement of persons who are visually impaired; and (2) ensuring access to television programming and other video materials.

Who Receives Funding

The Secretary may enter into grants, contracts, or cooperative agreements with profit and nonprofit public and private agencies, organizations and institutions to carry out the purposes of this part. The National Theatre of the Deaf is the only specified recipient.

Kinds of Activities Supported

The focus of this program is to evaluate, select, caption, and distribute captioned films for the deaf as well as support closed captioning services for television news, movies, and other programs. In addition, this program provides ongoing support for: (1) the evaluation, selection, captioning and distribution of captioned films for persons who are deaf; (2) the recording and distribution of textbooks for students who are blind or print disabled; (3) the promotion of increased access to the television medium through the closed captioning of news, movies, and other programs; and (4) the National Theatre of the Deaf, Inc.

The 1990 Amendments increased the focus of this program on the utilization of educational media to eliminate illiteracy among individuals with disabilities. To support this focus, the Secretary is now authorized to make a grant for the purpose of providing current, free textbooks and other educational publications and materials to students who are blind or other print-disabled through the medium of transcribed tapes and cassettes.

Recent Funding History

<u>Fiscal Year</u>	<u>Authorized</u>	Administration's <u>Request</u>	<u>Appropriated</u>
1991	\$20.01	\$15.19	\$16.42
1992	\$22.01	\$16.42	\$17.00
1993	\$24.20	\$17.00	\$17.89
1994	\$26.60	\$17.89	\$18.64
1995	\$26.60	\$17.64	\$19.14

(in millions)

Funding Considerations

This important program still has not recovered from a nearly \$8 million reduction (39.4 percent) in actual appropriations consequent to the heavy cutting in the federal domestic budget by the federal government in FY 1981 and 1982 appropriations. The Congress expressed its concern about adequate funding by

providing modest increases, and, more recently, in P.L. 99-457 by establishing the captioning program as a discrete authority.

The modest increase appropriated in FY 1995 for this program was appreciated, but it still does not adequately support the growth and expansion of such important services.

CEC Recommendation

CEC recommends an appropriation of \$26.60 million for this program in FY 1996 in order to both recoup the loss in actual appropriations since FY 1980 as well as to allow satisfactory upward adjustment for inflation over the same period and to permit concerted activity on the illiteracy initiative. In addition, with the Americans with Disabilities Act taking effect, renewed attention and focus must be paid to provide equal access for all Americans.

SPECIAL EDUCATION PERSONNEL DEVELOPMENT

Appropriations

<u>FY 1994</u>	<u>FY 1995</u>	<u>FY 1996 Authorization</u>	<u>CEC FY 1996 Recommendation</u>
\$91.34	\$91.34	pending	\$123.76

(in millions)

Authorizing Provision

The Individuals with Disabilities Education Act (IDEA), Part D, Sections 631 and 632 (20 USC 1431 and 1432), as amended by the Education of the Handicapped Act Amendments of 1983, P.L. 98-199, the Education of the Handicapped Act Amendments of 1986, P.L. 99-457, and the Education of the Handicapped Act Amendments of 1990, P.L. 101-476.

Purpose

The special education personnel development program (Part D of the Individuals with Disabilities Education Act) is designed to address the need for qualified special education personnel. The program authorizes grants for three main purposes: the preparation of qualified special education, related services, and early intervention professionals; the continuing education of practicing special education, related services and early intervention personnel; and the training and support of parents of children with disabilities.

Who Receives Funding

At least 65 percent of the funds appropriated are available for grants to institutions of higher education, state education agencies (SEAs), other appropriate nonprofit agencies, and private nonprofit organizations. Individuals may also receive financial aid indirectly through a recipient institution. Ten percent of the funds appropriated are for distribution to SEAs on

a noncompetitive basis and is used primarily for the purpose of inservice training of practicing personnel.

A separate authorization is included for grants to private nonprofit organizations for training and information to parents. Such organizations must be governed by parents, serve parents covering the full range of disabling conditions, and demonstrate necessary expertise. The program also includes an independent authorization for grants to Historically Black Colleges and Universities (HBCUs), and other institutions of higher education whose minority enrollment is greater than 25 percent, in an attempt to attract ethnically diverse populations into the special education field.

A new authorization is included for grants to states or entities to support the formation of consortia or partnerships of public and private entities for the purpose of providing opportunities for career advancement and/or competency-based training for current workers at public or private agencies that provide services to infants, toddlers, children, and youth with disabilities.

Kinds of Activities Supported

Training priorities for this program include: (1) personnel preparing for special education careers; (2) special education leadership personnel; (3) related services personnel in educational settings; (4) personnel to provide services to infants and toddlers including early intervention services; (5) preparation of transition personnel; (6) personnel to work in rural areas; (7) special projects to develop and disseminate new training approaches, emphasizing model development for in-service training; (8) support to state educational agencies; (9) parent organization projects to train parents of children with disabilities to participate more effectively in meeting the educational needs of their children; (10) personnel from minority groups and personnel with disabilities; and (11) personnel in the provision of special education to children of limited English proficiency.

Recent Funding History

<u>Fiscal Year</u>	<u>Authorized</u>	Administration's <u>Request</u>	<u>Appropriated</u>
1991	\$94.72	\$71.00	\$69.29
1992	\$103.25	\$69.29	\$89.80
1993	\$113.58	\$89.80	\$90.12
1994	\$123.76	\$90.12	\$91.34
1995	\$123.76	\$89.59	\$91.34

(in millions)

Funding Considerations

The Federal government has appropriated level funding for this program in FY 1995. This amount will not address the shortage for qualified special education personnel.

According to the Sixteenth Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act (IDEA), states reported a need for more than 27,000 additional special education teachers during the 1991-92 school year. Every child with a disability should be educated in a school staffed by capable, well-prepared, and adequately compensated professionals. Unfortunately, there continues to be an escalating shortage of qualified special education and related services personnel and a reduced capacity of institutions of higher education to prepare all educators for teaching students with disabilities. Such shortages of personnel severely impact the ability to deliver special education and related services to children and youth with disabilities. The shortage of special education providers must be addressed to ensure children with disabilities are receiving the services they need.

CEC Recommendation

CEC recommends an appropriation of \$123.76 million for FY 1996 for the Special Education Personnel Development program. Unless a major campaign to recruit, prepare, and retain special education, early intervention, and related services personnel is intensified, the future capability of the nation to educate

3

children with disabilities is seriously threatened. This increase would allow funding of innovative, state-of-the-art personnel preparation projects that have a strong link to the research base for teaching and teacher preparation and promote research into practice in the classroom.

CEC also recommends for FY 1996 an appropriation of \$25.62 million for the grants to HBCUs and \$17.60 million for the parent training authorization. CEC feels strongly that efforts to increase the representation of persons of culturally and linguistically diverse backgrounds into the special education field should be supported.

CLEARINGHOUSES

Appropriations

<u>FY 1994</u>	<u>FY 1995</u>	<u>FY 1996 Authorization</u>	<u>CEC FY 1996 Recommendation</u>
\$2.16	\$2.16	pending	\$2.96

(in millions)

Authorizing Provision

Individuals with Disabilities Education Act (IDEA), Part D, Section 633 (20 USC 1433), as amended by the Education of the Handicapped Act Amendments of 1983, P.L. 98-199, the Education of the Handicapped Act Amendments of 1986, P.L. 99-457, and the Education of the Handicapped Act Amendments of 1990, P.L. 101-476.

Purpose

P.L. 101-476 refined the purpose of this program to: (1) collect, develop, and disseminate information; (2) provide technical assistance; (3) conduct coordinated outreach activities; (4) provide for the coordination and networking with other relevant national, state, and local organizations and information and referral resources; (5) respond to information requests; and (6) provide for the synthesis of information for its effective utilization by parents, professionals, individuals with disabilities, and other interested parties. Projects supported under this program provide parents, professionals and others with information on issues pertaining to the education of infants, toddlers, children, and youth with disabilities, and on career opportunities in special education and related services as well as information on adult, continuing and vocational education.

Who Receives Funding

Contracts and grants are awarded on a competitive basis to public agencies or private nonprofit organizations or institutions.

Kinds of Activities Supported

Currently, three clearinghouses exist: (1) the National Information Center for Children and Youth with Disabilities disseminates information and provides technical assistance to parents, professionals, and others about federal programs for individuals with disabilities, including strategies for disseminating information to under-represented groups such as those with limited English proficiency; (2) the National Clearinghouse on Higher Education and Adult Training for People with Disabilities provides information on programs and services available to individuals with disabilities in postsecondary education settings as well as information on the characteristics of individuals entering and participating in postsecondary education or training; and (3) the National Clearinghouse for Professions in Special Education collects and disseminates information on personnel needs in the education of children and youth with disabilities; provides information on career opportunities in special education and related services and on personnel training programs; and provides assistance to institutions of higher education to meet state and professionally recognized standards.

Recent Funding History

<u>Fiscal Year</u>	<u>Authorized</u>	Administration's <u>Request</u>	<u>Appropriated</u>
1991	\$2.90	\$1.48	\$1.52
1992	\$2.46	\$1.52	\$2.00
1993	\$2.71	\$2.00	\$2.16
1994	\$2.96	\$2.16	\$2.16
1995	\$2.96	\$2.16	\$2.16

(in millions)

Funding Considerations

The Federal government's appropriation in FY 1995 would maintain the FY 1994 level of funding. This level would not keep pace with the cost of inflation. All three of the clearinghouses have suffered a reduction in actual budget because of the appropriation situation during recent years.

CEC Recommendation

CEC recommends an appropriation of \$2.96 million for FY 1996, in view of the pressing need (articulated in both House and Senate reauthorization reports in 1990) to improve the dissemination of valuable existing information about children and youth with disabilities as well as about career opportunities in special education. Further, because of the continued rise in the number of children receiving special education services and the diversity of the school-age population, there is a growing need to provide information to parents and to package that information in a format which is understandable. The current appropriation represents the minimum amount necessary to continue current services, in addition to enhancing outreach, technical assistance, and dissemination activities.

EVALUATION AND PROGRAM INFORMATION

Appropriations

<u>FY 1994</u>	<u>FY 1995</u>	<u>FY 1996 Authorization</u>	<u>CEC FY 1996 Recommendation</u>
\$3.86	\$4.16	pending	\$12.00

(in millions)

Authorizing Provision

The Individuals with Disabilities Education Act (IDEA), Section 618 (20 USC 1418), as amended by the Education of the Handicapped Act Amendments of 1983, P.L. 98-199, by the Education of the Handicapped Act Amendments of 1986, P.L. 99-457, and by the Education of the Handicapped Act Amendments of 1990, P.L. 101-476.

Purpose

The purpose of the Evaluation and Program Information program is to conduct activities to assess progress in the implementation of IDEA and the impact and effectiveness of state and local efforts to provide a free appropriate public education (FAPE) and early intervention services to children with disabilities. The program also provides information relevant to policymaking and to improving program management, administration, delivery and effectiveness at the federal, state, and local levels.

Who Receives Funding

Public and private agencies and organizations, including institutions of higher education and state educational agencies (SEAs) are eligible to compete for grants, contracts, or cooperative agreements.

Kinds of Activities Supported

Projects authorized under this program include (a) the identification of implementation issues and information needed by state and local agencies to improve special education and early intervention services; (b) activities to gather information necessary to achieve program and system improvements; (c) projects that organize, synthesize and integrate knowledge from diverse sources and make it accessible to and usable for program improvements; and (d) preparation of an annual report to Congress on the progress being made in implementing the Act.

Recent Funding History

<u>Fiscal Year</u>	<u>Authorized</u>	Administration's <u>Request</u>	<u>Appropriated</u>
1991	\$12.00	\$3.54	\$3.90
1992	"such sums"	\$3.90	\$4.00
1993	"such sums"	\$4.00	\$3.86
1994	"such sums"	\$3.86	\$3.86
1995	"such sums"	\$4.36	\$4.16

(in millions)

Funding Considerations

The Federal government has appropriated a minimal increase in FY 1995 for the Evaluation and Program Information program. With such a small increase in funding, virtually none of the program improvement activities authorized in the 1990 IDEA Amendments can be initiated. These activities included investments in policy related studies and in other activities that would support state and local efforts to improve programs and would speed the transfer of new knowledge to educators, parents, policymakers, and others charged with assuring equal educational opportunities to children with disabilities.

CEC Recommendation

CEC recommends \$12 million for this program in FY 1996. A substantial federal investment needs to be made to assist states in identifying, designing and implementing program and system improvements that will result in better outcomes for infants, toddlers, children, and youth with disabilities. Furthermore, this increase would allow funding for an authorized study under section 618 to examine:

"1) the factors that influence the referral and placement decisions and types of placements, by disability category and English language proficiency, of minority children relative to other children, (ii) the extent to which these children are placed in regular education environments, (iii) the extent to which the parents of these children are involved in placement decisions and in the development and implementation of the IEP and the results of such participation, and (iv) the type of support provided to parents of these children that enable these parents to understand and participate in the educational process."

Unfortunately, this critical study has never been funded and policymakers still do not have necessary data on the numbers and percentages of children from diverse backgrounds in special education program. The Evaluation and Program Information program is critical to provide this crucial information and to support the innovations necessary to design the best programs for meeting the needs of children with disabilities in the school and community.

EDUCATION OF GIFTED AND TALENTED CHILDREN

**(The Jacob K. Javits
Gifted and Talented Students
Education Act of 1988)**

GIFTED AND TALENTED GRANTS

Appropriations

<u>FY 1994</u>	<u>FY 1995</u>	<u>FY 1996</u> <u>Authorization</u>	<u>CEC FY 1995</u> <u>Recommendation</u>
\$9.61	\$9.52	"such sums"	\$20.00

(in millions)

Authorizing Provisions

The Jacob K. Javits Gifted and Talented Students Education Act of 1988 is authorized under Title X, Part B, of P.L. 103-382, Improving America's Schools Act.

Purpose

The Jacob K. Javits Gifted and Talented Students Education Act is designed to encourage the expansion and improvement of educational opportunities for the nation's estimated 2.5 million identified gifted and talented children and youth, approximately half of whom presently receive no special services. The program places a priority on identifying and providing services to children who have not been identified through traditional assessment methods, such as disadvantaged, limited English proficient, and gifted children who have disabilities.

Who Receives Funding

State and local agencies, institutions of higher education, and public and private agencies and organizations may receive grants or contracts under the Javits program.

Kinds of Activities Supported

The Javits program authorizes the funding of grants or contracts for (1) professional development for personnel involved in the education of gifted and talented students; (2) model projects and exemplary programs in identification and education, including innovative methods for identifying and educating students who may not be served by traditional programs; (3) training of personnel

and parents with respect to the impact of gender role socialization; (4) implementing innovative strategies; (5) strengthening the capability of SEAs and IHEs to provide leadership and assistance in the identification and education of gifted students and appropriate use of programs and methods to serve all children; (6) technical assistance and information dissemination; and (7) research on identifying gifted and talented students, and for using gifted and talented programs to serve all children.

Recent Funding History

<u>Fiscal Year</u>	<u>Authorized</u>	<u>Administration's Request</u>	<u>Appropriated</u>
1991	"such sums"	\$8.9	\$9.7
1992	"such sums"	\$9.7	\$9.7
1993	"such sums"	\$9.6	\$9.6
1994	"such sums"	\$9.6	\$9.6
1995	\$10.0	\$10.0	\$9.5

(in millions)

Funding Considerations

The Federal government appropriated \$9.52 million for the Javits program in FY 1995, a cut of \$86,000 over last year's level. During the 1994 reauthorization of the Act, the purposes of the program were expanded while the authorization level was cut from \$20 million to \$10 million for FY 1995. It is inconsistent to expand the goals of the Javits program and then cut both the authorization and the appropriation. Funding to encourage gifted and talented education, especially for nontraditional populations, must be increased to meet the additional expectations of the Javits Act and to encourage our gifted students to strive for their personal best in education.

CEC Recommendations

As the only federal program designed to address the education of gifted and talented children, the Javits program fulfills an important role in meeting the needs of our students. We must be willing to provide all students with the services they need to

receive a challenging and rewarding education. However, under the current funding level, the Department of Education can only fund 5 percent of the proposals it receives. With this in mind, the CEC urges the Congress to appropriate \$20 million for FY 1996.



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